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annual summary of

FOREIGN AGRICULTURAL TRAINING

as of June 30, 1964



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as of June 30, 1964

With the rapid growth of agricultural technology, differences in agricultural production and rural living between the United States and the less-developed countries seem greater each day. As a constructive program to reduce this gap, the United States is sharing its agricultural knowledge with these nations by training in this country their agricultural specialists.

This Summary tells about one year in the foreign training program conducted by the U. S. Department of Agriculture, Land-Grant Universities and agricultural industry as requested by the Agency for International Development. It also presents some of the challenges which American agriculture faces in increasing the future effectiveness of this educational work.

This Summary, therefore, is both a report of accomplishments and a challenge for renewed efforts in training agriculturists who come to the United States from less-developed nations of the free world.

"There's a Special Thing...

about the international training programs, in which the Universities of this country, the Agency for International Development, and the U. S. Department of Agriculture work together. It is rather difficult to analyze, but perhaps it is that the Universities of this country traditionally have been in the business of exchanging knowledge since their inception. Perhaps, also, they are more aware of the contributions to science and education that European Universities, in particular, have made to our development. Another factor might be that, because of the large contribution and sacrifice of American University students in the last two world wars, a desire by educators to stop this needless loss of prospective scientists and future leaders has turned their thoughts to developing a better understanding between peoples. Whatever the motive that has lead the Universities, A. I. D. and USDA to invest so heavily in the international programs, it is, and has been, a rewarding experience for staff and faculty, and we hope for the participants as well.

"No program is perfect. Some training has either not been used, or has been poorly used by the participant upon returning to his job at home. Net results, however, are evident in greater food production, better schools, more and better universities, and in many other ways around the world from this exchange of knowledge. Above all, and, of course, this cannot be scientifically proved, the good will and understanding created by the mingling of students, scientists, teachers, and administrators from this country and other countries of the world could be a major determining factor in preventing another world war. "

W. M. Herms
Contact Officer, Davis Campus
University of California

International Rural Development

The United States, for over 20 years, has helped developing nations of the free world improve their agriculture and rural life. This has been done through (1) technical assistance--sending U. S. technicians to advise on steps for development--and (2) training--bringing to this country specialists in agriculture to study our agricultural methods first-hand.

The U. S. Department of Agriculture's part in this program is coordinated by the International Agricultural Development Service. IADS, established as a USDA agency in August of 1963, works with the other agencies of the Department in sending abroad USDA specialists to serve in the developing countries. This work is conducted for the Agency for International Development in much the same way as many U. S. universities are helping A. I. D. establish new universities in Latin America, Africa and Asia. In 1964, teams of USDA technicians provided technical assistance in El Salvador, Ecuador, Bolivia, Columbia, Tunisia and Algeria.

Training is coordinated by the Foreign Training Division, a division of IADS. The Foreign Training Division helps plan, schedule, supervise and evaluate programs for agriculturists sent to this country for training. It maintains close relationships with universities, associations, and agricultural businesses that can train individuals with needs for specialized skills and knowledge.

Cooperatively, the Department of Agriculture is working with the entire U. S. agricultural community -- universities, organizations, businesses, farmers -- to provide the best technical assistance and training possible.

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Foreign Agricultural Training - 1964

In the past year, 3,541 individuals from other countries arrived in the United States for training in agriculture. Another 1,009 remained in this country to continue agricultural training they had started the year before. These individuals are professional agricultural specialists from other countries, who have come to the United States to learn new skills and knowledge which will enable them to improve agricultural production and rural living at home.

Training for these people was planned and directed by the U. S. Department of Agriculture. Some training actually was conducted by the Department's various agencies. But most of it was provided by Land-Grant Universities, farm organizations, agricultural businesses and other cooperating groups. The training often took unusual turns-- from college classes in bee culture in Georgia for a man from Jordan to practice in making educational motion pictures in California for a man from Sudan-- training for a specific individual's technical needs so that he might perform a job in his country more effectively on his return.

The Participant

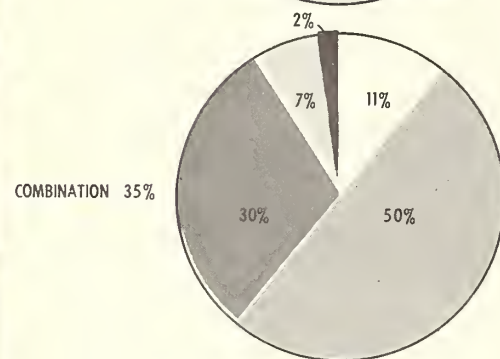
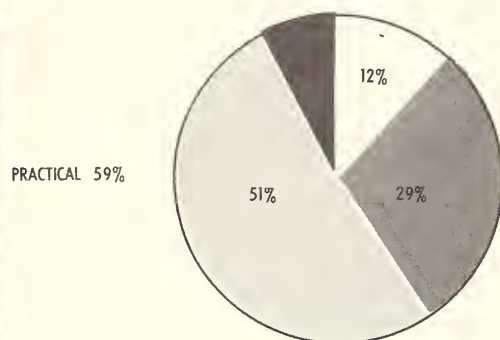
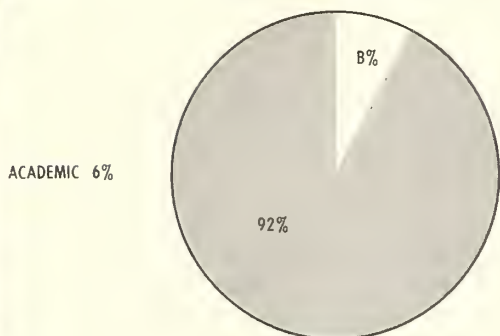
The individual agriculturist, when he arrives in this country under sponsorship of A. I. D. or an international organization, is called a "participant." This term is used because he participates in the educational program which has been planned for him. The Department and cooperating institutions have

made available to him training opportunities. But success or failure of the program depends on him, on his participation.

The term "participant" is used also because these individuals already are professionals. Thus they are neither students nor trainees. For the most part, they have had considerable academic training and numerous years of experience in their fields of specialization. They are among the most talented agriculturists in their country. On them rests their country's hopes for progress and development in the future.

Participants are picked for training in the U. S. with care and consideration. In almost every case, they are selected cooperatively by their own governments and a U. S. technician, usually an A. I. D. advisor, working in their country. The American technician, in fact, normally has worked directly with them and thus knows their specific training needs, their capabilities, and the part they are likely to play in the future development of their country. Participants therefore, come with certain training needs in mind which, if filled, will make them more effective in their jobs when they return. This U. S. training also helps them understand guidance offered by the American technician with whom they are working. Others benefit from their training, too, for in most cases participants help train their countrymen who are not able to come to the United States.

Types of Training
A.I.D. Primary Arrivals



Participants come as individuals and in groups. They come at various times of the year and for different periods. Virtually all come for practical experience and know-how. A few attend college courses.

Most training in 1964 was either "practical", or "academic", or a "combination." For a practical training program, the participant came to the U. S. for a period of a few weeks up to 7 or 8 months. More than likely he came as a member of a group. He may have spent some time in a university, but for practical rather than for primarily academic training. He probably traveled to three or four different locations around the country to observe and take part in practical operations related to his interests.

The participant coming for an academic program probably arrived in the fall to begin the college semester with most American students. He attended at least two semesters of class and possibly more. He may have earned a degree but his main objective was to attend a university to study agriculture or home economics.

The combination program enabled the participant to enroll in a university also but for only part of a school year and only for specialized courses. The remainder of his time in the U. S. was devoted to practical, on-the-job type training which related to his university course work. His program, normally 8 to 12 months, also may have included attendance in a workshop or summer school.

In the past year (FY 1964), almost half of all agricultural participants arriving in the U. S. came for 10 months or more of technical training. Most of them also enrolled in some academic program. Africa sent the largest number of participants for the longer durations. Short term programs of three months or less accounted for 24 percent with almost the same percentage for programs of four to six months in length. Almost half of the participants from Africa came for 10 months of training or more. Conversely, almost half of the participants from Latin America came for less than three months.

Among 2,206 A.I.D. Participants...

Adem Karaelmas - Turkey

"His major duties will be to develop the agricultural research organization, prepare required legislation, and serve as Administrator of Turkey's agricultural research program."

Fernando Guillermo Padilla Villatoro - Guatemala

"Upon completion of training, the participant will return to the position of National 4-S (4-H) Club leader. In addition, he will disseminate the knowledge gained to others working in the program through workshops and seminars."

Abdul Ghafoor Jousjani - Afghanistan

"Under this project, a pilot dairy is being constructed and its successful operation will demonstrate the way for local industry and assist in improving health and diet of the residents of the Valley. The participant is being prepared to be the Dairy Processing Plant Foreman."

Edwin Louis Morgan - Liberia

"Upon his return to Liberia, the participant will be Chief of the Agricultural Planning Office of the Department of Agriculture. In this role, he can play a major part in the economic policies guiding the entire development of Liberia, with its major dependence on agriculture."

Dong Suk Lee - Korea

"When the participant returns he will not only engage in analytical work with pesticides himself, but in his normal duties will train other chemists of the Analytical Chemistry Section."

Joshua Kakuko - Kenya

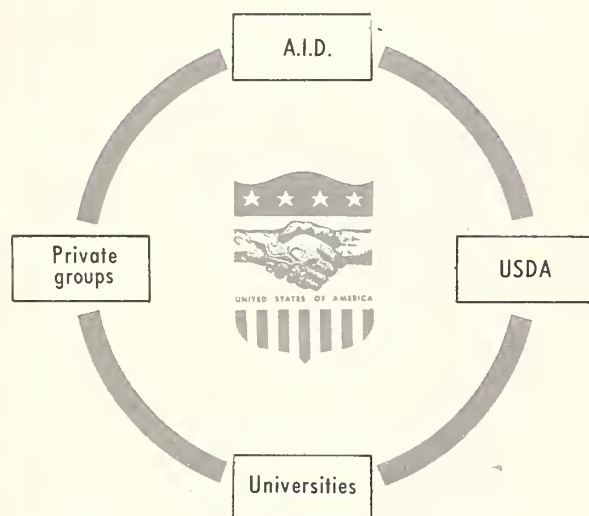
"As Chief of Mnagei Location, population 10,600, his duties are to keep law and order and to teach his people better farming methods."

OCCUPATIONS

of All Participants & Visitors

Ministers of Agriculture	8
Deans of Agriculture	12
Directors of Agriculture	21
National Legislators	35
U. S. -Accredited	
Diplomats	15
Professional	
Agriculturists	2,534
Nonprofessional	
Agriculturists	69
Other	847
	<u>3,541</u>

A Cooperative Program...



Almost every institution, agency and organization in American agriculture plus many, many farm families share in training foreign agriculturists. "Cooperation" is the byword in this educational program for our friends in the less-developed countries.

Requests for Training, by and large, come from Missions of the Agency for International Development in some 70 countries. The training requested is an integral part of the technical assistance program which A. I. D. is providing in these countries. A. I. D., therefore, generally pays the participant's dollar costs of training in the United States. The participant's own government, however, often provides his international travel. Most participants are sponsored by A. I. D. in this way.

Requests come from other agencies, too--the U. S. State Department, the Food and Agriculture Organization (FAO), other U. N. Agencies, international organizations and from other governments. In each case, the training is needed to meet specific requirements in another country. Thus, each request receives equal care and consideration.

Planning and Administering the training is done by the U. S. Department of Agriculture. When requests arrive, the Foreign Training Division calls in specialists from appropriate USDA agencies to form, with A. I. D., a "Program Planning Committee." This committee studies the request, the participant's background and his training needs, and then sets up the most beneficial training experiences possible in the time allowed. The Foreign Training Division arranges with universities for training which they can provide. The Department's agencies arrange for other technical and practical training which the committee has included in the training plan. AID/Washington notifies the mission that plans are set and the participant begins his travel to the United States.

On arriving in our country, the participant receives a thorough introduction to American life and customs as well as to American agriculture. A one-week orientation in the Washington International Center helps him understand our country. Another week of orientation in the Department

of Agriculture prepares him for technical phases of his training. He consults with specialists in his field of study and is briefed on details of the training which has been arranged for him.

Throughout his stay in the U.S., the foreign agriculturist--his well being and his professional advancement--is the concern of a "program specialist" in USDA's Foreign Training Division. The program specialist sees that the participant receives training as planned by the program planning committee. He also oversees such administrative services for the participant as per diem, travel arrangements, entrance papers for university enrollment, and book allowances.

Evaluation and assessment throughout the participant's program point up any changes needed to better meet his training needs. And in an interview during his terminal week in Washington, the participant indicates strengths and weakness of his training--useful information in planning future programs with similar training objectives.

Conducting the Training is the work of many. For two weeks, a participant from Kenya works along side of a county agent in central Michigan. In a national forest in northern Colorado, a Turkish participant practices forest management under the close supervision of a forester of the U.S. Forest Service. At the University of California, one of the few nutrition experts in Nepal takes advanced course work. While at Athens, Georgia, three Brazilian participants complete a week-long seminar in communications conducted by the

University of Georgia to enable them to make best use of their newly acquired knowledge when they arrive back in their country. And in Moline, Illinois a participant from Jordan receives individual training in the care and maintenance of farm machinery by one of the largest U.S. farm machinery companies.

A Program For A Better Future

Benefits of this international sharing of U.S. agricultural technology will be reaped for many years to come. This is a constructive and humanitarian effort in building a better world for all men which is in keeping with U.S. foreign policy and the American tradition. In many countries, this educational program is the foundation for hopes of adequate food and better nutrition in the near future. And, because agriculture is the number one industry in most developing nations, this assistance is vital to their economic growth and fuller participation in world trade.

To assure every agriculturist who comes to our country that we will give him training of maximum value, it is essential that we continually sharpen our training techniques, strive to solve recurring problems, and learn from our experience. As a step in this direction, key cooperators around the country who have a major part in this work, were asked to identify the problems they face in training the foreign agriculturist today. Responses included not only problems but new ideas and suggestions as well. We have summarized these comments in the following pages. We present them as challenges which we face in the current job of foreign training.



CHALLENGES for More Effective Training

Before Training Begins....

Selecting the foreign agriculturist for training in the United States is both a critical and delicate task. Officials in most countries are quite sensitive about it and have the advantage of knowing their own people better than do U. S. technicians. And they know how participants will be used when they return from America.

And yet, the selection process has been surprisingly successful. Participants obviously have been selected because of their qualifications, experience, language proficiency, ability to get along with people and adjust to new situations.

The challenge at this early point in training seems to be tailoring the training program to an individual--a training program which must be arranged by written request, often from half-way around the world, months in advance, and through an unknown planning committee. This challenge calls for the fullest description of the participant possible--not only personal details but also details of work situations, work problems he will face in the future, and precise training objectives which are in tune with his background and responsibilities.

A participant's limited use of the English language continues to plague a large number who are enrolled in universities. Some schools say it is a waste of both the participant's time and staff time when participants begin classes before they are fluent in English. Here are some of the comments from University training contacts.

"With few exceptions, the problems we have encountered have resulted with students not having the minimum understanding of the English language necessary for their course requirement."

"I rarely ever talk with an advisor or teacher who is not concerned with this problem."

"Some students with good positions in their respective governments and with a B. S. degree find it difficult to pass the freshmen course."

"We sometimes find that the amount of English they know has been overstated and this is likely to make communication more difficult than we had been first led to believe."

University instructors usually are willing to spend some extra time with the foreign student but they cannot be expected to always "give what it takes", nor should they permit double performance standards in the classroom.

In most universities, foreign students are assigned to classes with regular students. And, in the long run, this may be best. It would be most impractical to set up special courses and curricula for foreign students only. By attending regular classes, however, the participant may become bewildered, discouraged, and...fail. Sometimes, their first year is lost. In the second year, however, many show that they are of college caliber and are profiting from college training. If a curriculum could be expanded to provide foreign students with special courses the first year, many say they would end up with a much more beneficial program. A more practical solution, however, may be to enroll all foreign participants in a concentrated English course when they arrive in this country.

Failures often are minimized when the course load is cut. This tack, of course, automatically extends the period of time needed to fulfill degree requirements--a fact that must be recognized by individuals responsible for planning and financing the participant's program.

In some cases, it is not possible for foreign leaders to learn English when they have heavy responsibilities in their jobs at home. These participants normally are trained in short-term, practical or observational programs, in groups, and are accompanied by an interpreter.

More Information. Many universities have expressed dissatisfaction about the limited information provided on a participant's background and training interests. Training objectives often are so general it is difficult even to select faculty members for the participant to meet. Sometimes the objectives are unrealistic or at least impossible to accomplish because the visitor lacks proper scholastic background. Or, although the objectives look good on paper, they may be impossible to accomplish in the training time allowed. Making available complete information about the participant and his specific training needs well in advance of his training period could contribute much to overall efficiency and effectiveness of the training provided.

Objectives for participants enrolled in a university often specify coursework in certain subject matter areas. Unfortunately, the participant may not have the prerequisite training needed for the courses. Yet he insists on being allowed to take the courses

since it fits his program objectives. Since universities cannot make special concessions, the participant frequently becomes somewhat dissatisfied--and even antagonistic--with the direction and progress of his program.

Some participants develop personal goals in training which differ from those of the A. I. D. mission or his program planning committee. Occasionally they appear unsuited for the training requested. It is difficult, however, to differentiate between a lack of ability in an individual and an inability to communicate. Low comprehension may stem from a language barrier or what might be called an "experience barrier." In almost all of these early problems of the participant and his program, the cause is one of breakdowns in communication--between the participant, his government, the A. I. D. country mission, the USDA program planning committee, and his university advisor. Strengthening these lines of communications is a major challenge to every person cooperating in this training endeavor.

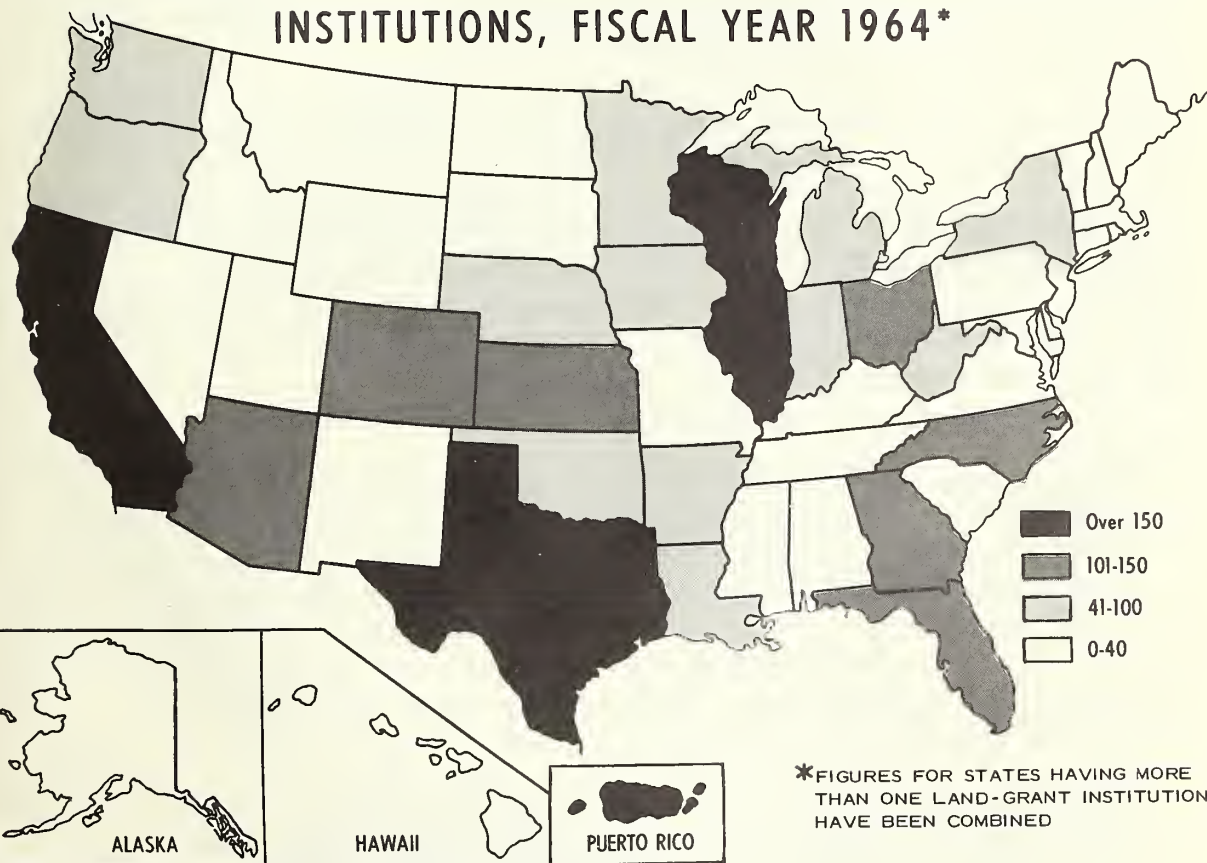
More Lead Time. Effective training programs can not be developed and arranged "in a day." When a request arrives to train a foreign agriculturist, a committee of USDA and A. I. D. representatives must be appointed to review the request and recommend training situations that best fit the participant's needs. The committee, through the program specialist of the Foreign Training Division, completes the program and sends copies to the suggested training institutions. The universities, organizations and businesses review the training plan, and make

suggestions according to the availability of their staffs, physical facilities and time of year. Academic programs require educational records for universities to use in evaluating the participant's background before accepting him.

Not until the participant arrives in the United States and reviews the training program with his program specialist is the program finalized. But in order to receive replies from the suggested training institutions, to prepare a "proposed" training program and send it to the Mission for review and comment, at least three months lead time should be allowed to make all necessary preparations for the participant. This means three months from the time complete documentation is in Washington, D. C. to the desired date for the start of training. The fact that successful programs have been developed in less time, by postponing other work, does not invalidate the real need for adequate lead time in all cases.

If adequate lead time is allowed, it is imperative that university officials and training officers send plans for the training to the A. I. D. Mission, and thus to the participant, so he is given ample time to prepare for departure from his home country. In a group of agricultural participants recently surveyed, 17 percent said they had not discussed the purposes of their U. S. training before leaving their country. Only 12 percent had discussed their program with their respective supervisors. Most participants do see their proposed program and discuss it with someone. But every effort should be made to insure that every participant has this opportunity--to discuss with an American in his home country the purpose,

SPONSORED PARTICIPANTS PROGRAMMED TO LAND-GRANT INSTITUTIONS, FISCAL YEAR 1964*



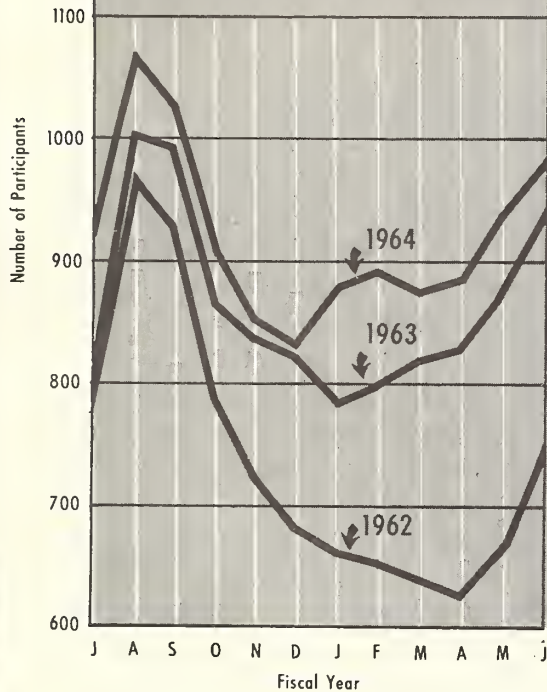
*FIGURES FOR STATES HAVING MORE THAN ONE LAND-GRANT INSTITUTION HAVE BEEN COMBINED

"There is a word...

which you have here which we do not have in Brazil and I think it expresses many things --'competition.' If the meat is bad or if any product doesn't meet certain standards, it won't be sold; if the worker doesn't meet certain qualifications, he will not get the job. If the owner of the ranch is not highly qualified himself, he will not be able to operate a ranch. I think this word 'competition' means and defines many things, and it also explains the progress you have achieved here because we have seen competition in many areas of activity. Unfortunately, we do not have this kind of competition in Brazil; and that, I think, is the reason for many of our failures."

A Brazilian Livestock
Specialist

A.I.D. Primary Participants
Programmed and Serviced by Month



type of training, goals, and limitations of the training planned for him in the U. S.

Orientation In The Home Country. Orientation before he leaves his country is just as important to the participant as orientation in the United States. These visitors come with national, sectional and tribal customs and beliefs. They can't be expected to be completely homogeneous with Americans right from the start. They come thousands of miles for this training but much farther in terms of beliefs, ideas, concepts, and personal development.

Orientation in the home country, therefore, is little more than a small beginning in understanding the U. S. But it is a vital beginning. Participants need to understand clearly, for example, the purpose of their U. S. training, their responsibilities in learning new techniques for local problems, and the importance of following the program arranged for them at the request of their government and the A. I. D. mission. They also need to understand what standards of behavior are expected in American society.

"He has been out with our Farm Adviser and Vo-Ag Instructor... visited FFA boys' projects... attended the County 4-H Federation monthly meeting... visited the farm bureau and affiliates... been guested by the DeKalb Ag advertising manager... has had two WLBK interviews... and tomorrow afternoon we are going to visit one of the finest farms in the area with cattle, hogs and a lot of layers in batteries. Then a wonderful country dinner! (I'm enjoying the week more than he is)

"Every time we have one of these overseas neighbors of ours (they're not foreigners), I think what a wonderful thing it is that the USDA makes possible such visits as Mr. Rifat is making here. "

George C. Biggar, General Manager, WLBK, DeKalb, Illinois

Training in the U.S....

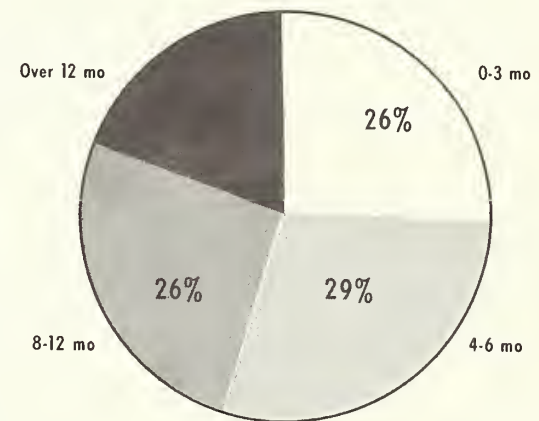
Many things affect the success or failure of a training program. Some have to do with the participant himself such as his initiative and attitude. Some, of course, stem from the program which has been planned. Others relate to timing, length and location of programs, orientation and counseling before and during the training. Some factors affect groups more than individuals. Some things may improve practical training yet hinder academic progress.

More Orientation - Better Counseling

The importance of personal factors in the training program is underscored by the emphasis participants place on the guidance and counseling they receive. Although most A. I. D. participants receive two weeks of orientation in Washington, it is no substitute for personal discussions between the individual participant and his program specialist or his academic advisor on campus. Continuous counseling by the campus coordinator, foreign student advisor, or faculty member with whom he has close contact is the key to an effective college program. A participant usually progresses rapidly when he has regular contact with staff members who can and will listen--who don't say "If I were you"--who are nonjudgemental--and who want to help the participant help himself.

Developing in staff members a sincere concern for the foreign student is not accomplished quickly. Few Americans realize the significance, scope, or objective of training foreign visitors. They are unfamiliar with the cultural shock and most of the adjustments every participant faces in our country. Many Americans, of course, have developed such key qualities as rapport, understanding, empathy, and acceptance of the foreign visitor. This has been reflected in improved attitudes by participants and consequently more effective training programs.

Period in Training A.I.D.
Primary Participants FY 1964



A continuous challenge in training a foreign agriculturist is in helping him sift out ideas and principles which will be useful in his country. He must understand how to profit from carefully analyzing U. S. procedures, especially those which he can apply to situations at home. Emphasis should be on ideas that can be "adapted," not on programs that should be "adopted." We offer little when we concentrate on showing only our "biggest" and "best." Of much greater interest to the foreign participant are our average situations, problem cases, and then some of our outstanding successes.

Participants should be encouraged to ask questions. We must not conclude, however, that they are disinterested when few questions come out. Many of our foreign friends, because of their culture and traditions, are reluctant to speak out. Opportunity for free discussion, nevertheless, should be maintained.

More of America

These visitors to our country are specialists in agriculture and home economics. Their program and itinerary was developed to cover technical aspects of their training. Their interests, however, range far beyond their fields of specialization. They are anxious to know all about America--our customs, institutions, standards of living, and general way of life. To help them better understand us, our customs and beliefs, they often need special briefings that are not offered to a university's regular students. They need, for example, some understanding of county, state, and federal governments, how public services are financed, and how schools, highways, fire protection, courts and health programs are operated and paid for. They need familiarization

with the place of religion in our society and of the role of our civic and service groups.

Personal contact between the participant and as many Americans as possible should be arranged as long as it does not interfere with training schedules or over-tax the participant. These visitors often like to participate in farm meetings or meetings of civic clubs. Some are happy to speak to groups about their native land and the purpose of their training in this country. If at all possible, every participant should spend enough time on an American farm to see family life and to learn about U. S. farm practices and management. Visits to farms, homes, schools and local organizations are important to the participant for they enable him to discover for himself the foundations of our country.

Towards More Effective Training

Providing training programs of ever increasing value to participants as they come to this country requires consideration of many new training concepts and implementation of the best. Cooperators in U. S. universities who contributed to this report suggested several thoughts worth consideration.

Would not it be of mutual benefit to both participant and trainers, for example, if training requests and instructions covered social and cultural experiences needed for the participant? This information would supplement technical needs already available. In planning short course programs and group training, what steps can be taken to more completely consider both technical and non-technical needs of the participants? Similarly, how can we do away with the all too brief and superficial visits often arranged for participants?

TYPES OF TRAINING FOR A.I.D. PRIMARY PARTICIPANTS
(Based on Arrivals)

<u>Region</u>	<u>Total Arrivals</u>	<u>Type of Training</u>		
		<u>Academic</u>	<u>Practical</u>	<u>Combination - Academic/Practical</u>
Near East & South Asia	199	8 (4%)	106 (53%)	85 (43%)
Far East	92	5 (5%)	29 (32%)	58 (63%)
Latin America	245	24 (10%)	167 (68%)	54 (22%)
Africa	435	20 (5%)	276 (63%)	139 (32%)
TOTALS	971	57 (6%)	578 (59%)	336 (35%)

SUMMARY OF SPECIAL TRAINING COURSES WITH FIVE OR MORE A.I.D. PARTICIPANTS - LAST FIVE YEARS

	<u>FY 1960</u>	<u>FY 1961</u>	<u>FY 1962</u>	<u>FY 1963</u>	<u>FY 1964</u>
Number of Groups Begun During Fiscal Year	86	76	75	78	82
Number of Participants in Above Groups (Individuals may have been in more than one group training situation.)	1,053	1,040	1,077	1,227	1,376
Percentage of Total A.I.D. Primary Training Done in Group Situations (Based on Man Months)	30%	22%	19%	18%	18%

MAN-MONTHS OF TRAINING PROVIDED - BY SPONSORSHIP AND FISCAL YEAR

	<u>FY 1960</u>	<u>FY 1961</u>	<u>FY 1962</u>	<u>FY 1963</u>	<u>FY 1964</u>
A.I.D. Primary	6,756	7,691	7,975	9,491	10,149
A.I.D. Secondary and College Contract.	104	116	129	94	118
FAO and Other United Nations	336	327	339	356	818
Other Primary.	<u>261</u>	<u>409</u>	<u>19</u>	<u>42</u>	<u>50</u>
TOTALS	7,457	8,543	8,462	9,983	11,135

Several universities suggested that more participants receiving "techniques training" be grouped in units of ten or more and scheduled at the most appropriate time of year for the desired training. It would permit use of universities which have special facilities or staffs to provide training in certain areas. A grouping of this type would allow institutions and agencies to better fit training to participant needs and develop a staff for providing the training on a continuing basis.

Only So Much Time For Training

The length of time allowed for training a participant and the time required to meet the objectives are often two different things. The compromise which must be worked out is seldom 100 percent desirable.

In academic training, for example, it is difficult to arrange a balanced program when training for an M. S. degree is limited to 12 or 18 months. Few universities can predict exactly how long it will take a student to fulfill degree requirements. The time needed can vary with the individual trainee, the department, and the field of study. Foreign students, of course, cannot expect to earn degrees in less time than American students. On the other hand, participants should be expected to carry a full academic load when the adjustment period has ended.

Short term visitors on practical training programs often have a different problem. On arrival, visitors need a light training schedule for two or three days to get situated, particularly when they arrive in their first U. S. State and group members are strangers to each other, perhaps even from different countries. Beginning days of any program should include a degree of flexibility and attention to

individual needs. If depth training in subject matter or extension methods is the goal, longer periods for training should be allowed. A visit of a "few days" accomplishes little more than an acquaintance between participant and host. One western university says "by and large, we feel that the constantly moving, short-stop scheduling is too strenuous and confusing for the majority. Too frequently their schedules are too tight, allow little or no flexibility, and no real time to reflect and mentally review what they have seen and done. Too many of such participants are tired when they arrive and more tired when they leave."

Participants themselves frequently complain of too much travel. The apprehensions in continually meeting and adjusting to new people are tiring. Unquestionably there is need for a certain amount of travel to various training sites. By and large, however, more intensive training should be provided in fewer places.

Other universities question the inconsistent lengths of training requested for participants with similar objectives and backgrounds. No benefit is gained from keeping a man in the U. S. nine months when six months will do. Most participants, however, consider the requested training period as a minimum rather than as a maximum period.

The challenge of time versus objectives appears twofold. First, we must seek to understand the entire training process and the part contributed by many people along the way. Second, we need to quickly make known to these people our reactions and concerns to requests for training which, in all honesty, we can or cannot provide.

After Training Ends...

When the agricultural participant has finished his training in our country, when he has completed every phase of the program which was carefully planned and arranged, two questions always linger-- (1) was the training successful, and (2) how will it be used in the years ahead. Only partial answers are available now.

Measuring Training Successes

This task is not simple. Participants often are most conscious of factors of personal comfort in their training or they may rate training according to their personal goals. They have difficulty finding the right English words which accurately convey their opinions. Or they may feel that, according to their custom, this is the time to flatter the people who have made their training possible, that criticism would be improper.

The agricultural participant usually has two channels for indicating his reactions to the training he has received. First, each participant writes a predeparture report, in which he describes his training program, instructors, facilities and the usefulness of it all. In addition, most participants take part in an exit interview just before leaving for their home country.

These two methods of reporting and evaluating are invaluable in upgrading training programs for future participants with similar training needs. They have lead to numerous changes in training techniques. It would seem beneficial to develop other evaluation procedures along



the participant's training route. If universities and other insitutions, for example, could conduct simple evaluations before participants leave the campus it would provide more immediate response from the participant. Some universities already do this. And, if participants could in some way participate in evaluation of their U.S. training after they have been back in their country for several months, they might judge their training much more objectively.

Keeping in Touch

Obtaining follow-up information from overseas is a

big order. And yet hundreds of cooperators in this training program ask for information about former participants each year. It's understandable that Americans who have worked closely with participants for months and have learned to know their problems want to know about them after they leave. "Are they using the training?" "Did the participant go back to a job where his training is helpful?" "Where is he now?" These are a few of the questions which indicate deep concerns for the participant. The challenge is to open new channels to permit more lasting contact between participant and his professional friends in the United States.

The Challenge For Understanding

"No matter how much we improve our contracts and our procedures, no matter how much we develop new and better working relationships, the programs we seek and their success depend on public understanding and support.

"I would like to suggest, therefore, that we do not forget to dedicate some energy and some talent to the task of building public understanding--public understanding of the reasons for the United States policy of assistance in rural development in less-developed countries; public understanding of the importance of the programs involved."

Mrs. Dorothy H. Jacobson
Assistant Secretary of Agriculture
for International Affairs,
addressing the International Rural
Development Conference, July 28, 1964

Tables that Tell a Story

The agriculturists who come for training in the United States come from many countries, under many sponsors, and for many fields and types of training. The statistical picture of this program is a story in itself. There's the story, for example, of the general increase in total participants with many more from Africa but fewer from Latin America. There's the detailed story of who sends these individuals. And there are such trends as the year-to-year numbers of participants from specific countries and the numbers trained in various states. These and many more stories are reported in the tables on the following pages.

Most of the terms and abbreviations used in the tables are familiar to anyone who has been involved in foreign training. Some, of course, are not. The term "programmed" for example refers to all activities involved in planning, arranging and administering a training program. Other definitions are available on Page 42.

A word of caution: While the participants who come to our country can be counted and sorted in many categories, each one is an important individual with special training needs. None of the numbers in the following tables, therefore, are any real measure of the job being done. They are only crude indicators of the vast scope and complexion of this international program of education.

Summary of Participants Programmed	20
Participants Programmed by Month	20
Summary of Participants Arrivals	21
Arrivals by Country	22
Participants by Fields of Study	28
Participants Programmed to States	31
Group Training	37

SUMMARY OF PARTICIPANTS PROGRAMMED AND SERVICED - BY SPONSORSHIP

	<u>A.I.D.</u>	<u>FAO</u>	<u>OTHER UN</u>	<u>CU</u>	<u>OTHER U.S.</u>	<u>NON-U.S. GRANT</u>	<u>TOTALS</u>
1. TOTAL NUMBER PARTICIPANTS PROGRAMMED AND SERVICED (Total of lines 2 & 3)	2,206	157	31	250	154	1,752	4,550
2. On Hand as of July 1, 1963	858	47	--	11	4	89	1,009
3. Total Arrivals	1,348	110	31	239	150	1,663	3,541
4. Total Departures	1,262	78	31	247	152	1,667	3,437
5. On Hand as of July 1, 1964	944	79	--	3	2	85	1,113

ALL PARTICIPANTS AND VISITORS PROGRAMMED & SERVICED - BY MONTH AND FISCAL YEAR

<u>Month</u>	<u>FY 1962</u>	<u>FY 1963</u>	<u>FY 1964</u>
July	1,076	1,154	1,274
August	1,351	1,392	1,534
September	1,280	1,346	1,716
October	1,120	1,389	1,403
November	937	1,129	1,179
December	868	960	1,008
January	800	895	1,105
February	797	946	1,123
March	811	1,010	1,057
April	1,171	1,236	1,260
May	1,013	1,159	1,358
June	1,060	1,228	1,421

SUMMARY OF PARTICIPANT ARRIVALS -- BY SPONSORSHIP AND FISCAL YEAR

	<u>FY 1960</u>	<u>FY 1961</u>	<u>FY 1962</u>	<u>FY 1963</u>	<u>FY 1964</u>
<u>Agency for International Development</u>					
Primary	1,079	1,027	892	1,007	971
Secondary	415	375	289	254	337
College Contract	87	69	91	42	40
 <u>Organization for Economic Cooperation & Development</u>					
Primary	41	24	--	--	--
Secondary	1	16	10	--	1
 <u>United Nations</u>					
FAO Primary	51	34	29	49	110
Other UN Primary	1	7	1	3	1
FAO and Other UN Secondary	37	12	60	55	30
 <u>Department of State</u>					
Bureau of Educational and Cultural Affairs	198	174	251	175	239
 <u>P.L. 480</u>	35	47	1	22	14
 <u>Department of Defense</u>	23	11	2	84	110
 International Atomic Energy Agency	--	--	--	--	23
 <u>International Monetary Fund</u>	--	--	20	26	--
 <u>National Institute of Health</u>	--	--	1	--	--
 <u>National Academy of Sciences</u>	--	--	1	30	2
 <u>U. S. Information Agency</u>	--	--	--	3	--
 <u>Non-U.S. Grant</u>	<u>916</u>	<u>1,274</u>	<u>1,288</u>	<u>1,230</u>	<u>1,663</u>
 <u>GRAND TOTAL</u>	2,884	3,070	2,936	2,980	3,541

NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

<u>COUNTRY</u>	<u>A.I.D.</u>	<u>FAO</u>	<u>OTHER UN</u>	<u>CU</u>	<u>OTHER</u>	<u>NON-U.S. GRANT</u>	<u>T O T A L S</u>		
							<u>FY'62</u>	<u>FY'63</u>	<u>FY'64</u>
<u>Europe</u>									
Azores	-	-	-	-	-	1	-	-	1
Austria	-	-	-	-	-	1	4	2	1
Belgium	-	-	-	-	1	9	10	7	10
Bulgaria	-	-	-	-	-	-	6	1	-
Czechoslovakia	-	-	-	1	-	1	-	1	2
Denmark	-	-	-	1	-	7	1	8	8
Finland	-	-	-	1	1	22	8	16	24
France	-	-	-	2	-	153	375	260	155
Germany	-	-	-	6	10	96	118	79	112
Great Britain									
England	-	-	-	-	-	61	42	166	61
Northern Ireland	-	-	-	-	-	1	3	2	1
Scotland	-	-	-	-	-	2	8	6	2
Wales	-	-	-	-	-	-	1	8	-
Greece	-	-	-	-	1	5	9	10	6
Hungary	-	-	-	-	-	7	-	-	7
Iceland	-	-	-	-	-	-	-	-	-
Ireland	-	-	-	1	1	46	7	10	48
Italy	-	-	-	2	1	170	19	38	173
Luxembourg	-	-	-	-	-	-	3	6	-
Malta	-	1	-	-	-	-	-	-	1
Netherlands	-	-	-	2	-	47	39	33	49
Norway	-	-	-	-	1	7	8	8	8
Poland	-	1	1	-	1	16	28	14	19
Portugal	-	-	-	1	1	4	9	1	6
Rumania	-	-	-	-	-	4	16	-	4
Soviet Union (USSR)	-	-	-	-	-	94	17	87	94
Spain	-	2	-	1	2	2	39	64	7

NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

COUNTRY	A.I.D.	FAO	OTHER UN	CU	OTHER	NON-U.S. GRANT	T O T A L S		
							FY'62	FY'63	FY'64
<u>Europe</u> (Cont'd)									
Sweden	-	-	-	-	-	25	18	12	25
Switzerland	-	-	-	1	-	72	10	8	73
Yugoslavia	1	-	-	6	-	2	90	48	9
<u>Near East & South Asia</u>									
Afghanistan	11	2	-	-	-	1	15	15	14
Ceylon	-	-	-	-	-	2	17	20	2
Cyprus	8	1	-	-	-	1	2	12	10
India	108	4	-	5	1	27	175	132	145
Iran	16	5	-	1	1	4	28	34	27
Iraq	14	1	-	-	-	-	11	18	15
Israel	-	4	1	1	1	14	63	25	21
Jordan	19	1	-	1	-	-	8	18	21
Lebanon	2	1	-	2	1	2	8	7	8
Nepal	14	-	-	-	-	-	15	19	14
Pakistan	23	6	1	1	-	12	19	41	43
Saudi Arabia	-	1	-	2	-	-	-	3	3
Syria	-	1	-	1	-	1	7	10	3
Turkey	79	5	-	-	3	3	84	66	90
<u>Far East</u>									
Burma	-	1	-	-	1	12	14	2	14
Cambodia	3	-	-	-	-	1	14	13	4
China, Republic of	20	-	1	1	2	12	42	38	36
Fiji	-	-	-	1	-	-	-	3	1
Hong Kong	-	-	-	-	-	1	1	2	1
Indonesia	63	-	1	4	6	4	54	64	78
Japan	2	1	1	7	2	229	178	135	242
Korea	5	-	-	3	3	2	33	19	13
Laos	2	-	-	4	-	-	1	3	6

NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

COUNTRY	A.I.D.	FAO	OTHER UN	CU	OTHER	NON-U.S. GRANT	T O T A L S		
							FY'62	FY'63	FY'64
<u>Far East (Cont'd)</u>									
Malaysia	-	-	-	-	-	7	9	13	7
Philippines	36	3	-	5	12	11	33	30	67
Ryukyu Islands	-	-	-	-	-	1	-	2	1
Thailand	48	1	1	2	2	16	57	27	70
Vietnam	8	-	-	1	4	2	18	12	15
Western Samoa	-	-	-	-	-	-	4	1	-
<u>Latin America</u>									
Argentina	23	4	-	11	-	41	61	52	79
Bolivia	12	3	-	1	1	3	17	27	20
Brazil	65	2	-	26	81	14	86	223	188
British Guiana	3	1	-	-	-	-	12	10	4
British Honduras	-	-	-	-	-	1	-	3	1
Chile	40	2	-	-	-	5	56	28	47
Colombia	20	7	-	8	-	5	40	19	40
Costa Rica	6	2	-	4	-	-	10	13	12
Dominican Republic	16	-	-	33	-	-	-	10	49
Ecuador	16	2	-	7	2	2	5	16	29
El Salvador	14	-	-	-	-	1	23	12	15
Guadeloupe	-	-	-	1	-	1	-	-	2
Guatemala	-	-	-	-	-	-	29	10	-
Haiti	-	-	-	-	-	-	4	4	-
Honduras	10	3	-	-	-	1	6	18	14
Mexico	1	3	1	48	2	72	89	24	127
Nicaragua	26	-	-	-	-	-	10	5	26
Panama	7	2	-	-	-	1	14	13	10
Paraguay	6	-	-	-	-	-	9	10	6
Peru	12	-	-	-	1	-	14	14	13
Surinam	1	-	-	-	-	1	4	6	2

NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

COUNTRY	A.I.D.	FAO	OTHER UN	CU	OTHER	NON-U.S. GRANT	T O T A L S		
							FY '62	FY '63	FY '64
<u>Latin America</u> (Cont'd)									
Uruguay	4	-	-	-	-	8	40	6	12
Venezuela	32	1	-	7	-	15	19	23	55
West Indies	28	-	1	1	-	2	43	28	32
<u>Africa</u>									
Algeria	28	-	1	-	-	-	1	4	29
Basutoland	-	-	-	-	-	1	-	3	1
Bechuanaland	-	-	1	-	-	-	-	-	1
Burundi, Kingdom of	7	-	-	-	-	-	-	-	7
Cameroon	4	-	2	2	-	-	1	11	8
Central African Republic	-	-	1	-	-	-	1	5	1
Chad	2	-	1	-	-	-	-	3	3
Congo (Brazzaville)	-	-	1	1	-	-	2	25	2
Congo (Leopoldville)	20	-	-	2	-	1	17	27	23
Dahomey	1	-	-	-	-	-	2	10	1
Ethiopia	16	1	2	1	-	-	18	8	20
Gabon	2	-	-	-	-	-	1	4	2
Ghana	12	-	-	1	1	3	30	35	17
Guinea	-	-	1	-	-	-	6	-	1
Ivory Coast	-	-	-	-	-	-	-	8	-
Kenya	87	1	-	-	-	-	55	60	88
Liberia	9	4	1	-	-	-	14	9	14
Libya	5	3	1	-	-	-	5	12	9
Malagasy Republic	16	1	1	2	-	-	10	22	20
Malawi	7	-	1	-	-	1	4	8	9
Mali	6	-	-	-	-	-	15	20	6
Mauritania	-	-	-	1	-	-	3	1	1
Mauritius	-	-	-	-	-	-	-	1	-

NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

<u>COUNTRY</u>	<u>A.I.D.</u>	<u>FAO</u>	<u>OTHER UN</u>	<u>CU</u>	<u>OTHER</u>	<u>NON-U.S. GRANT</u>	<u>T O T A L S</u>		
							<u>FY '62</u>	<u>FY '63</u>	<u>FY '64</u>
<u>Africa</u> (con't)									
Morocco	16	-	-	-	-	-	16	15	16
Mozambique	-	-	-	-	-	-	1	-	-
Niger	3	-	-	-	-	-	1	6	3
Nigeria	95	1	-	-	-	2	41	104	98
Rhodesia	-	2	-	-	-	1	11	8	3
Rwanda, Republic of	-	-	-	-	-	-	-	1	-
Senegal	5	-	-	-	-	-	4	10	5
Sierra Leone	12	1	-	2	-	-	7	15	15
Somali Republic	11	-	-	1	-	-	26	15	12
South Africa, Rep. of	-	-	-	-	-	43	25	32	43
South-West Africa (League of Nations Mandate)	-	-	-	1	-	-	-	-	1
Sudan	31	4	2	-	-	1	37	25	38
Swaziland	-	-	-	-	-	-	-	2	-
Togo	4	-	1	-	-	-	9	12	5
Tunisia	21	1	1	-	-	-	20	3	23
Uganda	42	-	1	-	1	1	6	24	45
UAR (Egypt)	22	11	-	7	1	19	34	54	60
United Rep. of Tanganyika & Zanzibar	29	1	2	2	-	1	25	61	35
Upper Volta	5	-	1	-	-	-	1	3	6
Zambia	6	-	-	1	-	-	1	8	7

NUMBER OF ARRIVALS - BY COUNTRY AND SPONSORSHIP

<u>COUNTRY</u>	<u>A.I.D.</u>	<u>FAO</u>	<u>OTHER UN</u>	<u>CU</u>	<u>OTHER</u>	<u>NON-U.S. GRANT</u>	<u>T O T A L S</u>		
							<u>FY '62</u>	<u>FY '63</u>	<u>FY '64</u>
<u>Other</u>									
Australia	-	5	-	1	1	49	56	43	56
Canada	-	-	-	-	-	137	27	4	137
New Guinea	-	-	-	-	-	-	1	-	-
New Zealand	-	-	-	-	-	10	13	6	10
 <u>TOTALS BY AREA</u>									
Europe	1	4	1	25	20	855	888	895	906
Near East and South Asia	294	32	2	14	7	67	452	420	416
Far East	187	6	4	28	32	298	458	364	555
Latin America	342	32	2	147	87	173	591	574	783
Africa	524	31	22	24	3	74	450	674	678
Other	-	5	-	1	1	196	97	53	203
 GRAND TOTAL	<u>1,348</u>	<u>110</u>	<u>31</u>	<u>239</u>	<u>150</u>	<u>1,663</u>	<u>2,936</u>	<u>2,980</u>	<u>3,541</u>

NUMBER OF SPONSORED PRIMARY PARTICIPANTS - BY MAJOR SUBJECT MATTER FIELDS

(Based on Arrivals during Fiscal Year)

<u>Subject Matter Fields</u>	<u>A.I.D.</u>	<u>FAO & OTHER UN</u>	<u>OTHER</u>	<u>T O T A L S</u>		
				<u>FY 1962</u>	<u>FY 1963</u>	<u>FY 1964</u>
AGRICULTURAL ADMINISTRATION AND POLICY	34	-	-	13	41	34
AGRICULTURAL ECONOMICS				231	225	250
Agricultural Cooperatives	90	1	-			
Agricultural Credit	69	-	-			
Agricultural Marketing	29	6	-			
(Including inspection, grading, processing and storage)						
Agricultural Statistics	3	6	-			
Farm Management, Farm Planning and Work Simplification	7	6	-			
Agricultural Economics - General	20	3	-			
Other (Including land tenure, agricultural development, rural sociology, land use, biometry, etc.)	7	3	-			
AGRICULTURAL EDUCATION	18	-	-	24	26	18
AGRICULTURAL ENGINEERING				11	29	16
Farm Structures	-	-	-			
Farm Machinery and Mechanization	7	1	-			
Other Agricultural Engineering	8	-	-			
AGRICULTURAL AND HOME ECONOMICS INFORMATION	19	9	-	16	20	28

<u>Subject Matter Fields</u>	<u>A.I.D.</u>	<u>FAO & OTHER UN</u>	<u>OTHER</u>	<u>T O T A L S</u>		
				<u>FY 1962</u>	<u>FY 1963</u>	<u>FY 1964</u>
AGRONOMY				219	269	281
Soils and Soil Management	79	1	-			
Irrigation and Drainage	19	4	-			
Field Crops Production and Management	13	1	-			
Management of Range Vegetation	11	1	-			
Pasture and Forage Crops Management	5	2	-			
Seed Crop Production, Plant and Seed Improvement and Plant Breeding	19	15	-			
Plant Nutrition (Including fertilizer, soil amendments, plant food, manufacturing, etc.)	15	3	-			
Plant Pest and Disease Control Entomology (Including weeds, insects, rodents, etc.)	36	2	1			
Tropical and Sub-tropical Tree Fruits	1	-	-			
Other Horticulture (Including vegetables)	25	2	-			
Other Agronomy and Field Crops	24	1	1			
ANIMAL HUSBANDRY				174	157	175
Dairy Husbandry	25	2	-			
Poultry Husbandry	31	-	-			
Other Animal Husbandry (Including beef cattle, sheep, swine, goats, artificial insemination, etc.)	81	1	-			
Animal Nutrition (Including feeds and feeding)	6	-	1			
Animal Products (Including milk, meat, wool, hides, skins)	3	1	-			
Veterinary Science (Including animal diseases, parasites, biologicals and control programs)	21	3	-			

<u>Subject Matter Fields</u>	<u>A.I.D.</u>	<u>FAO & OTHER UN</u>	<u>OTHER</u>	<u>T O T A L S</u>		
				<u>FY 1962</u>	<u>FY 1963</u>	<u>FY 1964</u>
ATOMIC ENERGY IN AGRICULTURE	-	-	-	2	3	-
EXTENSION				120	188	136
Agricultural Extension	96	2	-			
Home Economics Extension	22	-	-			
Rural Youth Extension	16	-	-			
FORESTRY AND FOREST PRODUCTS	52	18	-	46	69	70
FARMER ORGANIZATIONS AND AGRICULTURAL LEADERSHIP	14	-	-	33	3	14
HOME ECONOMICS (Including education, nutrition, clothing, etc.)	27	11	7	24	33	45
MISCELLANEOUS	<u>19</u>	<u>6</u>	<u>1</u>	<u>10</u>	<u>13</u>	<u>26</u>
TOTALS	971	111	11	923	1,076	1,093

NUMBER OF PARTICIPANTS PROGRAMMED TO STATES - BY SPONSORSHIP AND FISCAL YEAR ^{a/}

States, Land-Grant Institutions, Other Institutions and Other Locations	<u>A.I.D.</u>	FAO & Other <u>UN</u>	Other <u>U.S.</u>	<u>CU</u>	Non-U.S. <u>Grant</u>	T O T A L S		
						<u>FY '62</u>	<u>FY '63</u>	<u>FY '64</u>
<u>ALABAMA</u>								
Auburn University	12	2	-	-	2	24	12	16
Tuskegee Institute	15	-	-	-	-	b/	20	15
Other Locations	23	1	-	-	9	40	47	33
<u>ALASKA</u>								
University of Alaska	-	-	-	-	2	-	1	2
<u>ARIZONA</u>								
University of Arizona	110	9	-	2	5	114	150	126
Other Locations	51	5	-	1	5	48	74	62
<u>ARKANSAS</u>								
University of Arkansas	74	2	-	1	2	49	64	79
Other Locations	16	1	-	-	1	25	41	18
<u>CALIFORNIA</u>								
University of California	183	28	8	5	40	273	344	264
California State Polytechnic College	102	2	-	-	-	109	123	104
Fresno State College	6	-	-	-	-	b/	b/	6
Other Locations	203	22	7	7	40	208	275	279
<u>COLORADO</u>								
Colorado State University	116	3	-	1	11	116	125	131
Other Locations	88	1	-	1	17	153	65	107
<u>CONNECTICUT</u>								
University of Connecticut	5	-	-	-	1	15	8	6
Other Locations	6	-	-	1	-	4	5	7
<u>DELAWARE</u>								
University of Delaware	1	-	-	-	6	9	7	7
Other Locations	-	-	-	-	-	5	1	-

States, Land-Grant Institutions, Other Institutions and Other Locations	A.I.D.	FAO & Other UN	Other U.S.	CU	Non-U.S. Grant	T O T A L S		
						FY'62	FY'63	FY'64
<u>FLORIDA</u>								
University of Florida	123	2	7	-	15	86	145	147
Florida A & M University	3	-	-	-	-	5	2	3
Other Locations	23	2	21	-	16	35	64	62
<u>GEORGIA</u>								
University of Georgia	86	1	-	29	6	152	109	122
Other Locations	53	3	-	1	7	51	93	64
<u>HAWAII</u>								
University of Hawaii	24	3	-	-	1	33	18	28
Other Locations	5	1	-	-	-	11	9	6
<u>IDAHO</u>								
University of Idaho	32	1	-	-	1	33	18	34
Other Locations	12	1	-	-	3	15	26	16
<u>ILLINOIS</u>								
University of Illinois	137	7	1	9	15	145	155	169
Western Illinois University	45	-	-	-	-	b/	21	45
Other Locations	166	7	-	-	36	214	236	209
<u>INDIANA</u>								
Purdue University	80	3	-	-	13	110	83	96
Indiana University	6	-	-	-	-	-	-	6
Other Locations	22	-	-	-	4	29	67	26
<u>IOWA</u>								
Iowa State University	46	10	1	2	17	107	76	76
Other Locations	24	1	-	1	15	59	31	41
<u>KANSAS</u>								
Kansas State University	90	11	-	-	10	105	95	111
Other Locations	27	10	-	-	3	15	48	40
<u>KENTUCKY</u>								
University of Kentucky	30	1	-	2	4	41	35	37
Other Locations	19	1	-	-	-	30	26	20

States, Land-Grant Institutions, Other Institutions and Other Locations	A.I.D.	FAO & Other UN	Other U.S.	CU	Non-U.S. Grant	T O T A L S		
						FY '62	FY '63	FY '64
<u>LOUISIANA</u>								
Louisiana State University	69	4	-	-	3	60	76	76
Southern University	1	-	-	-	-	-	-	1
Other Locations	36	8	6	-	5	72	69	55
<u>MAINE</u>								
University of Maine	1	-	-	-	1	2	2	2
Other Locations	1	-	-	-	-	11	5	1
<u>MARYLAND</u>								
University of Maryland	23	3	-	-	7	54	37	33
Other Locations (Excludes ARC, Beltsville)	20	5	-	-	7	41	45	32
<u>MASSACHUSETTS</u>								
University of Massachusetts	10	3	-	-	2	7	5	15
Other Locations	31	2	-	-	2	24	25	35
<u>MICHIGAN</u>								
Michigan State University	71	8	-	-	20	84	77	99
University of Michigan	9	1	-	1	-	b/	8	11
Other Locations	24	3	-	-	23	71	90	50
<u>MINNESOTA</u>								
University of Minnesota	49	14	1	11	12	75	54	87
Other Locations	35	13	-	1	7	35	50	56
<u>MISSISSIPPI</u>								
Mississippi State University	34	3	-	-	1	38	43	38
Other Locations	24	1	-	3	8	47	47	36
<u>MISSOURI</u>								
University of Missouri	38	-	-	1	9	38	48	48
Other Locations	67	2	-	-	7	83	103	76
<u>MONTANA</u>								
Montana State College	26	-	-	-	1	7	13	27
Other Locations	15	-	-	-	3	14	17	18

States, Land-Grant Institutions, Other Institutions and Other Locations	A.I.D.	FAO & Other UN	Other U.S.	CU	Non-U.S. Grant	T O T A L S		
						FY '62	FY '63	FY '64
<u>NEBRASKA</u>								
University of Nebraska	87	8	-	-	12	102	95	107
Other Locations	76	2	-	2	4	107	62	84
<u>NEVADA</u>								
University of Nevada	-	1	-	-	3	4	3	4
Other Locations	-	-	-	-	-	7	3	-
<u>NEW HAMPSHIRE</u>								
University of New Hampshire	2	-	-	-	-	-	14	2
Other Locations	3	-	-	-	-	5	2	3
<u>NEW JERSEY</u>								
Rutgers University	13	-	-	1	7	16	13	21
Other Locations	28	4	-	-	6	21	16	38
<u>NEW MEXICO</u>								
New Mexico State University	18	2	-	-	2	29	32	22
Other Locations	35	5	-	1	3	12	62	44
<u>NEW YORK</u>								
Cornell University	45	7	-	1	65	132	141	118
Syracuse University	8	-	-	-	-	b/	10	8
Other Locations	59	14	-	-	24	91	124	97
<u>NORTH CAROLINA</u>								
North Carolina State College	100	6	-	29	8	128	139	143
Agricultural & Technical College of North Carolina	1	-	-	-	-	69	3	1
Other Locations	37	2	-	1	8	42	47	48
<u>NORTH DAKOTA</u>								
North Dakota State University	5	11	-	-	2	14	19	18
Other Locations	9	-	-	-	-	4	18	9
<u>OHIO</u>								
Ohio State University	106	7	-	-	17	139	141	130
Ohio University	15	1	-	-	-	b/	b/	16
Other Locations	35	-	-	-	3	77	85	38

States, Land-Grant Institutions, Other Institutions and Other Locations	A.I.D.	FAO & Other UN	Other U.S.	CU	Non-U.S. Grant	T O T A L S		
						FY '62	FY '63	FY '64
<u>OKLAHOMA</u>								
Oklahoma State University	87	7	-	-	6	65	86	100
Other Locations	34	5	-	-	3	39	48	42
<u>OREGON</u>								
Oregon State University	53	5	-	1	8	81	79	67
Other Locations	22	1	-	1	3	63	56	27
<u>PENNSYLVANIA</u>								
Pennsylvania State University	34	-	-	-	17	41	36	51
Other Locations	75	2	1	28	16	79	83	122
<u>PUERTO RICO</u>								
University of Puerto Rico	147	9	-	2	-	64	182	158
Other Locations	179	6	-	3	1	58	181	189
<u>RHODE ISLAND</u>								
University of Rhode Island	5	1	-	-	-	3	7	6
Other Locations	-	-	-	-	-	-	-	-
<u>SOUTH CAROLINA</u>								
Clemson University	3	-	-	-	2	7	8	5
South Carolina State College	-	-	-	-	-	-	-	-
Other Locations	9	5	-	-	-	18	13	14
<u>SOUTH DAKOTA</u>								
South Dakota State College	10	-	-	1	2	7	48	13
Other Locations	20	11	-	-	-	5	17	31
<u>TENNESSEE</u>								
University of Tennessee	1	2	-	-	1	15	34	4
Other Locations	35	6	-	-	11	43	52	52
<u>TEXAS</u>								
Texas A&M University	162	12	-	1	9	159	169	184
Prairie View A & M College	12	-	-	-	-	72	9	12
Other Locations	84	13	-	4	4	91	94	105

States, Land-Grant Institutions, Other Institutions and Other Locations	A.I.D.	FAO & Other UN	Other U.S.	CU	Non-U.S. Grant			
						FY '62	FY '63	FY '64
<u>UTAH</u>								
Utah State University	38	1	-	1	3	94	53	43
Other Locations	9	9	-	-	17	40	33	35
<u>VERMONT</u>								
University of Vermont	8	-	-	-	-	1	11	8
Other Locations	-	-	-	-	-	1	-	-
<u>VIRGINIA</u>								
Virginia Polytechnic Institute	38	-	-	-	34	14	16	72
Virginia State College	1	-	-	-	-	5	1	1
Other Locations	96	-	-	-	2	43	10	98
<u>WASHINGTON</u>								
Washington State University	44	5	-	-	4	53	41	53
University of Washington	8	2	-	-	-	b/	b/	10
Other Locations	30	14	1	3	3	42	75	51
<u>WEST VIRGINIA</u>								
West Virginia University	58	1	-	2	1	30	63	62
Other Locations	138	-	-	28	3	88	172	169
<u>WISCONSIN</u>								
University of Wisconsin	175	6	-	4	22	116	151	207
Other Locations	51	1	-	-	30	102	79	82
<u>WYOMING</u>								
University of Wyoming	12	-	-	-	-	11	10	12
Other Locations	7	-	-	-	-	5	13	7

a/ Includes participants in special programs--Communications Courses and Christmas Programs.
b/ Information not available.

SPECIAL GROUP TRAINING COURSES BEGUN IN FY 1964

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>	<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Agricultural Cooperatives (15 - Multi-country) Merlin G. Miller International Cooperative Training, Inc.	4½ months	Agricultural Cooperative Development (5 - Uganda) Harry N. Weigandt International Agr'l. Development Service	4 months
Agricultural Cooperatives (5 - Algeria) James A. Black Farmer Cooperative Service	2 months	Agricultural Cooperative Development (4 - Uganda) Mark C. Hughes International Agr'l. Development Service	4 months
Agricultural Cooperatives (7 - Uganda) Glenn E. Riddell International Agr'l. Development Service	9 months	Agricultural Credit (7 - Turkey) George Dillon International Agr'l. Development Service	4 months
Agricultural Cooperatives (23 - Multi-country) Merlin G. Miller International Cooperative Training, Inc.	4½ months	Agricultural Credit (5 - Multi-country) Mark C. Hughes International Agr'l. Development Service	3½ months
Agricultural Cooperatives (6 - Multi-country) Clay C. Stubbs Farmers Home Administration	3 months	Agricultural Credit (16 - Multi-country) Clay C. Stubbs Farmers Home Administration	3½ months
Agricultural Cooperatives & Marketing - Cooperative Inspectors (6 - Kenya) H. V. Geib International Agr'l. Development Service	5 months	Agricultural Credit (10 - Jamaica) Clay C. Stubbs Farmers Home Administration	21 days
Agricultural Cooperative Credit and Marketing (9 - Morocco) George E. Dillon International Agr'l. Development Service	1½ months	Agricultural Credit (10 - Multi-country)	3½ months
		Agricultural Education (5 - Uganda)	12 months
		Agricultural Estimating and Statistical Services (8 - Multi-country) Fred A. Coffey Economic Research Service	2 months

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Agricultural Extension (13 - Egypt, UAR) Everett C. Martin Texas A&M University	4 months
Agricultural, Home Economics & Rural Youth Extension (17 - Multi-country) William R. Ralston International Agricultural Development Service	6 months
Agricultural, Home Economics & Rural Youth Extension (17 - Multi-country) Alto A. Straughn University of Florida	5 months
Agricultural, Home Economics & Rural Youth Extension (16 - Multi-country) Sherman Norman Shelton North Carolina State College	7 months
Agricultural, Home Economics & Rural Youth Extension (11 - Multi-country) John M. Cavender University of Arkansas	7 months
Agricultural, Home Economics & Rural Youth Extension (4 - Multi-country) Angel Ignacio Gomez New Mexico State University	4 months
Agricultural Information Techniques (9 - Multi-country) William Leamy University of Vermont	1½ months
Agricultural Leaders (11 - Kenya) John Calvin Williams Texas A&M University	4 months

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Agricultural Marketing (4 - Multi-country) Roy O. Nelson University of Florida	1 month
Agricultural Marketing Impact Team (4 - Iran) Guy W. Miller International Agricultural Development Service	3½ months
Agricultural Services (9 - Somali Republic)	12 months
Agronomy and General Agriculture (24 - Nigeria) Richard Gibb Western Illinois University	12 months
Animal Husbandry (10 - Multi-country) William R. Hay Montana State College	2½ months
Animal Husbandry (4 - Upper Volta) Gene Francis Payne Montana State College	2 months
Arid Range Management and Forage Production (10 - Multi-country) Joseph H. Robertson University of Nevada	2 months
Business and Management of Agricultural Cooperatives (13 - Japan) (Independently-financed) Harry N. Weigandt Agricultural Productivity Conference of Tokyo	5 weeks

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Citrus Production and Marketing (12 - Japan) (Independently-financed) Frank M. O'Byrne Agricultural Productivity Conference of Tokyo	25 days
Dairy Farming (15 - Nicaragua) Raygene H. Kliewer Michigan State University	2 months
Development of Agricultural Cooperatives (8 - Congo/Leopoldville) L. J. Horlacher University of Kentucky	4 months
Economics of Agricultural Production and Resource Use (11 - Multi-country) Lloyd K. Fischer University of Nebraska	3 months
Extension Education (12 - India)	1 month
Extension Education (8 - India)	12 months
Farm Broadcasters (10 - Multi-country) (sponsored by the Food & Agriculture Organization of the United Nations) Edward Hightower Agricultural Marketing Service	2 months
Forest Fire Control (28 - Multi-country) A. A. Brown Forest Service	2 months
Fresh Fruit and Vegetable Production (5 - Tunisia) Roy O. Nelson University of Florida	2 months

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Grain Marketing (3 - Morocco) J. H. Schollenberger International Agricultural Development Service	1½ months
Grain Storage and Marketing (10 - Multi-country) J. H. Schollenberger International Agricultural Development Service	2 months
Home Economics (5 - Nigeria)	12 months
Home Economics Extension (and Rural Youth) (6 - Kenya) Esther Burgess Roscoe North Carolina State College	6 months
Home Economics Extension & Teaching (8 - Malagasy Republic) Ingrid Tierese International Agricultural Development Service	3 months
Home Improvement (13 - Multi-country) Kathleen Flom International Agricultural Development Service	2 months
Irrigation Problems and Practices (17 - Multi-country) James Roy Barker Utah State University	3 months
Land Use and Water Development (5 - Ghana)	11 months

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Livestock Care and Improvement (8 - Multi-country) Werner Pundt, D.V.M. California State Polytechnic College	12 months
Livestock Development (2 - Uganda) William R. Strieber Agricultural Research Service	1½ months
Livestock Production (8 - Kenya) James A. Housman Kansas State University	9 months
Livestock Production (10 - Kenya) James A. Housman Kansas State University	9 months
Livestock Production (10 - Kenya) J. Willis Jordan Kansas State University	9 months
Marketing of Agricultural Products (11 - Multi-country) Guy W. Miller International Agricultural Development Service	4 months
Organization and Operation of Rural Electric Cooperatives (13 - Multi-country) Earl J. Smith International Agricultural Development Service	3½ months
Poultry Improvement (4 - Tunisia) Harry Lynn Moore International Agricultural Development Service	1 month

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Poultry Processing and Marketing - Hatchery Management and Operations (8 - India) Professor Quinton B. Kinder University of Missouri	6 months
Public Administration in Agricultural Development (15 - Multi-country) Phillip F. Aylesworth University of Wisconsin	5 weeks
Public Administration in Agricultural Development (21 - Multi-country) Phillip F. Aylesworth University of Wisconsin	5 weeks
Range Management Leaders (3 - Kenya) B. W. Brink International Agricultural Development Service	4 months
Regional Extension Summer & Winter Schools University of Arizona (26 - Multi-country) Colorado State University (43 - Multi-country) Lincoln D. Kelsey Colorado State University	3 weeks
University of Wisconsin (11 - Multi-country)	3 weeks
Rural Youth Activities (8 - Venezuela) Pedro OLIVENCIA Tirado University of Puerto Rico	2½ months
Seed Improvement (9 - Multi-country) H. V. Geib Mississippi State University	2½ months

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Soil and Water Conservation (29 - Multi-country) Bradford Knapp, Jr. Oklahoma State University	3 weeks
Soil Conservation (25 - Multi-country) Boyd Murray Soil Conservation Service	1 month
Soil Conservation and Forest Management (7 - Algeria) Glenn K. Rule International Agr'l. Development Service	1½ months
Soil Conservation & Watershed Management (22 - Multi-country)	1 month
Soil Testing and Fertility Practices (13 - Multi-country) T. R. Peck University of Illinois	3 months
Special Educational-Cultural Christmas Programs	
University of California and International Hospitality Center (53 - Multi-country)	2 weeks
Colorado State University and Mile High Chapter - American Assoc. for United Nations (30 - Multi-country)	2 weeks
University of Georgia (28 - Multi-country)	1½ weeks
International House Chicago, Illinois (88 - Multi-country)	2 weeks
Pennsylvania State University and Center for International Visitors (25 - Multi-country) James H. Copp Pennsylvania State University	2 weeks

<u>Name of Group & Technical Leader</u>	<u>Length of Training</u>
Special Communications Seminars (15 separate courses) (425 a/ - Multi-country)	1 week
State Secretaries of Agriculture and Agricultural Service Directors (10 - Brazil) Raymond C. Scott Federal Extension Service and Arthur H. Smith International Agr'l. Development Service	1½ months
Supervised Agricultural Credit (10 - Venezuela) Clay C. Stubbs Farmers Home Administration	1 month
Supervision for Latin American Extension Workers (6 - Multi-country) Esther J. P. Rodriguez International Agr'l. Development Service	3 months
Tropical Forestry (9 - Multi-country) Lawrence Hill Forest Service	3 months
University Organization and Administration (6 - Brazil)	5 weeks
Wheat and Barley Breeding and Production (11 - Multi-country) (sponsored by the Food & Agriculture Organization of the United Nations)	3 weeks

a/ This includes 177 participants in the special Communications Courses conducted directly by A.I.D. in cooperation with Michigan State University.

TERMS Used in Foreign Training

Primary

A training program for which USDA has the major programming responsibility.

Secondary

A training program for which agencies other than USDA have the major programming responsibilities and which are referred to USDA for supplementary training in agricultural fields.

Arrivals

Participants whose training programs BEGAN during the fiscal year indicated.

Departures

Participants whose training was COMPLETED during the fiscal year indicated.

Man-Months

A time or calendar measurement of training--one month of training for one participant equals one man-month.

(PIO/P) Project Implementation Order-Participant

Requests for training of a participant in the U. S. are sent by the A. I. D. mission in a country in the form of a PIO/P. The PIO/P is important for it is the official description of training objectives, the participant, his training needs, and his probable position when he returns to his home country. The Program Planning Committee uses the PIO/P to plan and direct training for the participant.

(FAO) Food and Agriculture Organization

As part of its international technical assistance activity, this specialized agency of the United Nations awards fellowships to foreign technicians for training in other countries including the U. S.

(OECD) Organization for Economic Cooperation and Development

OECD is a regional organization of 20 countries and successor to the Organization for European Economic Cooperation (OEEC) created in 1948 to implement the Marshall Plan for European recovery. OECD promotes sound economic development, employment, and expansion of world trade.

(IAEA) International Atomic Energy Agency

This agency of the United Nations promotes research on practical application of atomic energy throughout the world, fosters exchange of scientific and technical information, and encourages the exchange and training of scientists in the field of peaceful uses of atomic energy.

National Academy of Sciences

The Academy is dedicated to the furtherance of science and its uses for the general welfare. Although not a governmental agency, it maintains close relations with the Federal Government. And, although it maintains no laboratories, it seeks to stimulate and support work of individual scientists and to coordinate national and international research activities.

College Contract

A participant brought to the United States for training by a Land-Grant University which has a technical assistance project overseas under contract with A.I.D. Part of the training for the individual may be supplied through USDA facilities.

(CU) Bureau of Educational and Cultural Affairs

This Bureau directs the State Department's exchange program authorized by the act of September 21, 1964, programs of U.S. cultural presentations abroad, and U.S. relations with UNESCO.

Technical Leader

A professional agriculturist who guides a group of participants through their U.S. training. As a specialist in the group's field of interest, he ties together their training experiences and supplements them with his own technical knowledge. He also performs necessary administrative duties.

(A. I. D.) Agency for International Development

A.I.D. directs U.S. economic and technical assistance to other countries of the free world as provided by the Foreign Assistance Act of 1961. It is an agency of the Department of State. Technical assistance programs of A.I.D. involve the sharing of U.S. knowledge, experience, techniques and skills with peoples of the less-developed areas of the world to help develop their national economies and raise their levels of living. An important part of this activity is the training of foreign agriculturists in the U.S. as

carried on under terms of a cooperative agreement between A.I.D. and USDA and described in this Summary.

Non-U. S. Grant

Visitors who come to USDA without financial assistance from either the U.S. Government or an international organization with which the U.S. is affiliated. They include self-financed individuals as well as those sponsored by commercial firms and such private foundations as Ford and Rockefeller.

(UN) Other United Nations

Occasionally USDA assists participants having fellowships from such other agencies of the U. N. as the International Labor Organization (ILO), the World Health Organization (WHO), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

(P. L. 480) Public Law 480

The full name is the Agricultural Trade Development and Assistance Act of 1954. It provides for shipment of surplus U.S. food and other agricultural products to friendly nations for local currencies, grants of CCC stocks for famine relief and other assistance, foreign donation and barter, and long-term dollar credit sales.

Department of Defense

Participants trained as part of U.S. military assistance programs and often through such international alliances as the North Atlantic Treaty Organization (NATO).

What is the measure of a man? Is it his ability? His wealth? His desire to learn? Can a man's measure be counted by what he is willing to do for others? Possibly all of these things can in some degree be included in the measure of a man, but heavy emphasis must, we believe, be placed on his desire to do for others.

The Measure of a Man...

Ballinger has had in her midst for nearly a year a man who has left his family, left his country, to come to a new, strange land. He has come on a mission of learning, that he might go home and better the life of his fellow countrymen. Amar Nath Singh, visiting County Agent from India, will leave Ballinger next week on his journey back home. He has been an active citizen of our town during his entire stay.

He has taken part in our civic activities. Our service clubs have benefitted from his presence on various occasions, not only from his speaking ability, but from the friendliness he conveyed from the people of his land. Our social life, our recreation has been his. He has been generous of time with religious groups throughout the area. The presence of such a man as A. N. Singh in Ballinger and Runnels County has been a lesson in international relations to all who have come in contact with him.

The Ballinger Ledger
Ballinger, Texas
August 13, 1964

During the past few days he has been visiting, probably for the last time, with various groups in our town, and in our neighboring towns, telling them of the things which he has learned while he has been here, of those things which he thinks will be of benefit to the people of his country, and expressing his appreciation for -- in his words, "the love and affection which has been shown me." He has been visibly moved with emotion on occasion when talking about what his stay in Ballinger has meant to him.

True, he has learned from our way of doing things. In return, we have benefitted from his presence among us. The person-to-person type of foreign relations which has been evidenced here certainly can do more than the round-the-table diplomacy which so often fails. It takes quite a man to give up his home, his family, his native land for a year -- to come to a foreign country and a strange language to learn of our ways of life, in order to help his fellow man in his own land. If India has men like A. N. Singh working for her people, her future must be bright.





FIVE CHALLENGES of

Training the Foreign Agriculturist

1. To provide training that meets his specific, professional needs-- training which equips him both for immediate and future responsibilities in his country.
2. To accurately orient him on American customs, education, and agriculture so he rapidly can begin learning in his field of interest.
3. To offer him continuous counseling and supervision which assures him of useful training and an enjoyable experience in America.
4. To provide abundant opportunity for him to see principles work in practical situations and to associate with his professional counterparts in our country.
5. To give the participant a broad understanding of the American way-of-life and American people.